

SACRAMENTO CITY UNIFIED SCHOOL DISTRICT BOARD OF EDUCATION

Agenda Item 11.1

Meeting Date: June 1, 2017

Subject: Ethnic Studies Update

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- Approval on Consent Agenda**
- Conference (for discussion only)**
- Conference/First Reading (Action Anticipated: _____)**
- Conference/Action**
- Action**
- Public Hearing**

Division: Academic Office/Youth Development Support Services

Recommendation: Board to hear the recommendation of the Academic Office to continue the implementation of the Ethnic Studies pilot for 2017-2018.

Background/Rationale: SCUSD implemented Year 1 of the Ethnic Studies pilot in 2016-2017 in alignment with *Resolution 2845* which instructed the Board to create an Ethnic Studies course. The course was developed by a team of SCUSD faculty, SCUSD teachers, local ethnic studies scholars, and SCUSD community members. The team created an ethnic studies textbook developed specifically for high schools in Sacramento. Data from the course highlighted that students experienced substantial growth in positive identity development, critical thinking, and social emotional learning. Year 2 of the pilot will be launched in 2017-2018 at American Legion, Health Professions, C.K. McClatchy, Hiram Johnson, Luther Burbank, Rosemont, George Washington Carver, Kennedy and New Tech high schools and will serve approximately 1500 students.

Financial Considerations: \$57,803.32

LCAP Goal(s): College, Career, and Life-Ready Graduates

Documents Attached:

1. Executive Summary

Estimated Time of Presentation: 10 minutes

Submitted by: Matt Turkie, Asst. Supt. Curriculum & Instruction and
Mark Carnero, Ed.D. Specialist II,
Youth Development

Approved by: José L Banda, Superintendent

Board of Education Executive Summary

Academic Office: Ethnic Studies Update

June 1, 2017



I. Overview of the Title

In 2014-2015, the SCUSD Student Advisory Council (SAC) conducted a youth participatory action

Board of Education Executive Summary

Academic Office: Ethnic Studies Update

June 1, 2017



In recent years, the state of California has adopted legislation that calls greater attention to the importance of Ethnic Studies. The FAIR Education Act (also known as Senate Bill 48) was signed into law in 2011. It requires that California public schools provide Fair, Accurate, Inclusive and Respectful representations of our diverse ethnic and cultural population in the grade K-12 history and social science curriculum. According to the FAIR Education Act, instruction in history/social science shall include the following ethnic and cultural populations in the teaching of California and United States history, specifically, the contributions of both women and men; Native Americans; African Americans; Mexican Americans; Asian Americans; Pacific Islanders; European Americans; Lesbian, gay, bisexual, and transgender Americans; persons with disabilities; and members of other ethnic and cultural groups, to the economic, political, and social development of California and the United States of America, with particular emphasis on portraying the role of these groups in contemporary society.

In addition, AB 2016, a bill created by Assembly Member Luis Alejo was approved by Governor Brown which stated "Existing law requires the State Board of Education, with the assistance of the Superintendent of Public Instruction, to establish a list of textbooks and other instructional materials that highlight the contributions of minorities in the development of California and the United States. Existing law establishes the Instructional Quality Commission and requires the commission to, among other things, recommend curriculum frameworks to the state board. AB2016 would require the Instructional Quality Commission to develop, and the state board to adopt, modify, or revise, a model curriculum in ethnic studies, and would encourage each school district and charter school that maintains any of grades 9 to 12, inclusive, that does not otherwise offer a standards-based ethnic studies curriculum to offer a course of study in ethnic studies based on the model curriculum."

Finally, HR 26 (2017) which is currently moving through CA state hearings will determine whether Ethnic Studies will be added into the graduation requirements for *all* high schools within CA. The resolution is being supported by many schools and organizations throughout the state and will be voted on in the coming months.

III. Budget

The budget and associated costs for Ethnic Studies was \$57,803.32 for the 2016/2017 school year. This included the cost of instructional materials and professional learning for teachers.

Board of Education Executive Summary

Academic Office: Ethnic Studies Update

Board of Education Executive Summary

Academic Office: Ethnic Studies Update

June 1, 2017



V. Major Initiatives

Course of Study Development

SCUSD Social Science pilot teachers worked in collaboration with CSUS College of Ethnic Studies and College of Education faculty, Sacramento Ethnic Studies Now Coalition staff, and various educators from neighboring districts including San Juan Unified School District and Elk Grove

Board of Education Executive Summary

Academic Office: Ethnic Studies Update

June 1, 2017



their work towards an ethnic studies pedagogy, and to align curriculum approaches from site to

Board of Education Executive Summary

Academic Office: Ethnic Studies Update

Board of Education Executive Summary

Academic Office: Ethnic Studies Update

June 1, 2017



Students were also asked, *How did this class* 5fs472h52.799class65fice

Board of Education Executive Summary

Academic Office: Ethnic Studies Update

June 1, 2017



References

Dee, T., & Penner, E. (2016). The causal effects of cultural relevance: Evidence from an ethnic studies curriculum. *Stanford Center for Education Policy Analysis*. 16(1), 1-47. . Retrieved from Stanford Center for Education Policy Analysis: <http://cepa.stanford.edu/wp16-01>

Gay, G. (2013). *Culturally responsive teaching: Theory, research, and practice (multicultural education series) 2nd Edition*. New York: Teachers College.

Sleeter, C. E. (2011) The academic and social value of ethnic studies. Washington, DC: National Education Association.

Sleeter, C. E. (2013) Teaching for social justice in multicultural classrooms. *Multicultural Education Review* 5(2), 1-19.

Board of Education Executive Summary

Academic Office: Ethnic Studies Update

June 1, 2017



- RESOLVED FURTHER, the first phase of ethnic studies courses will happen in three high schools, with phase two following at five additional high schools, and phase three following at the remaining high schools.
- RESOLVED FURTHER, prospective teachers for "Phase 1" will have comprehensive training, professional development, and certification options provided to them by the Sacramento State Ethnic Studies Teacher Training Credentialing Consortium by Spring 2016.
- RESOLVED FURTHER, that a funding plan be developed by the Board of Education by the end of the fiscal year 2017-18.